

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Social Studies**  
**Grade 3**

Students are expected to know content and apply skills from previous grades.

**Standard 1: History**

Students in Grade 3 build an understanding of the cultural and social development of the United States and trace the role of migration and immigration of people in the development of the United States.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	<ul style="list-style-type: none"> <li>• 3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a)</li> <li>• 3.SS.1.1.2 Investigate the history of your community.</li> <li>• 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c)</li> <li>• 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual’s daily life and personal choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday comparisons</li>   <li>• International Week</li>   <li>• Research project</li>   <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• McGraw Hill text</li> <li>• Trade books</li> <li>• Videos</li> <li>• Evan Moor Pocket Books</li> <li>• Backyard history book</li> </ul>	<ul style="list-style-type: none"> <li>• history</li> <li>• tribe</li> <li>• community</li> <li>• heritage</li> <li>• patriotism</li> <li>• investigate</li> <li>• oral history</li> <li>• origin</li> <li>• ancestor</li> <li>• descendent</li> <li>• immigration</li> <li>• immigrant</li> <li>• migration</li> <li>• voluntary</li> <li>• involuntary</li> </ul>
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b>	<ul style="list-style-type: none"> <li>• 3.SS.1.2.1 Share the origins of classmates' ancestors. (417.01a)</li> <li>• 3.SS.1.2.2 Describe how migration and immigration are continuous processes. (417.01b)</li> <li>• 3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. (417.01c)</li> </ul>	<ul style="list-style-type: none"> <li>• Ancestral/Migration maps</li> <li>• Personal history</li> <li>• Family history</li> <li>• Journal entries</li> </ul>		
<b>Goal 1.3: Identify the role of American Indians in the development of the United States. - No objectives for this grade level.</b>				
<b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States. - No objectives for this grade level.</b>				

<b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b> - No objectives for this grade level.
<b>Goal 1.6: Explain the rise of human civilization.</b> - No objectives for this grade level.
<b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</b> - No objectives for this grade level.
<b>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</b> - No objectives for this grade level.
<b>Goal 1.9: Identify the role of religion in the development of human civilization.</b> No objectives for this grade level.

**Standard 2: Geography**

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth’s surface and trace the migration and settlement of human populations on the earth’s surface.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.</b>	<ul style="list-style-type: none"> <li>3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a)</li> <li>3.SS.2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b)</li> <li>3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c)</li> <li>3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d)</li> <li>3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e)</li> </ul>	<ul style="list-style-type: none"> <li>Daily Geography booklets</li> <li>Relief Map</li> <li>Center Activities</li> </ul>	<ul style="list-style-type: none"> <li>Globes</li> <li>Maps</li> <li>Atlases</li> <li>Evan Moor materials</li> <li>Trade books</li> </ul>	<ul style="list-style-type: none"> <li>geography</li> <li>globe</li> <li>continent</li> <li>country</li> <li>state</li> <li>city</li> <li>town</li> <li>neighborhood</li> <li>county</li> <li>state</li> <li>waterways</li> <li>landforms</li> <li>national boundaries</li> <li>map</li> <li>map symbols</li> <li>map title</li> <li>map key</li> <li>scale</li> <li>cardinal directions</li> <li>number grid</li> <li>letter grid</li> <li>past</li> <li>present</li> <li>settlement patterns</li> <li>geographic features</li> <li>compare</li> <li>contrast</li> <li>suburb</li> <li>urban</li> <li>rural</li> </ul>
<b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</b> No objectives for this grade level.				
<b>Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.</b>	<ul style="list-style-type: none"> <li>3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a)</li> <li>3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b)</li> </ul>	<ul style="list-style-type: none"> <li>Individual Moscow history units</li> <li>Tours/field trips</li> <li>Guest speakers</li> <li>Roxaboxen activity</li> <li>Traveling trunk</li> <li>Slide shows</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill text</li> <li>Roxaboxen</li> <li>Images of Moscow</li> </ul>	

	<ul style="list-style-type: none"> <li>• 3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c)</li> </ul>			<ul style="list-style-type: none"> <li>• Boise</li> <li>• Idaho</li> <li>• Washington D.C.</li> <li>• United States of America</li> </ul>
<b>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</b> - No objectives for this grade				
<b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</b> - No objectives for this grade level.				

### **Standard 3: Economics**

Students in Grade 3 explain basic economic concepts and identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Explain basic economic concepts.</b>	<ul style="list-style-type: none"> <li>• 3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b)</li> <li>• 3.SS.3.1.2 Explain the difference between public and private property. (424.01c)</li> <li>• 3.SS.3.1.3 Describe the purposes and benefits of savings. (424.01d)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• McGraw Hill text</li> <li>• Trade books</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• economics</li> <li>• unlimited wants</li> <li>• limited resources</li> <li>• basic needs</li> <li>• supply</li> <li>• demand</li> <li>• earnings</li> <li>• savings</li> <li>• producer</li> <li>• consumer</li> <li>• goods</li> <li>• services</li> <li>• public property</li> <li>• private property</li> <li>• land</li> <li>• labor</li> <li>• trade</li> <li>• technology</li> </ul>
<b>Goal 3.2: Identify different influences on economic systems.</b>	<ul style="list-style-type: none"> <li>• 3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01b)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>		
<b>Goal 3.3: Analyze the different types of economic institutions.</b> No objectives for this grade level.				
<b>Goal 3.4: Explain the concepts of good personal finance.</b> No objectives for this grade level.				

### **Standard 4: Civics and Government**

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Build an understanding of the foundational principles of the</b>	<ul style="list-style-type: none"> <li>• 3.SS.4.1.1 Explain why communities have laws. (423.01c)</li> </ul>	<ul style="list-style-type: none"> <li>• Community building in the classroom</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Trade books</li> <li>• McGraw</li> </ul>	<ul style="list-style-type: none"> <li>• government</li> <li>• rules</li> <li>• laws</li> </ul>

<b>American political system.</b>	<ul style="list-style-type: none"> <li>3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community. (423.01a)</li> <li>3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Class rules/meetings</li> </ul>	Hill text	<ul style="list-style-type: none"> <li>law enforcement</li> <li>benefits</li> <li>consequences</li> <li>power</li> <li>authority</li> <li>justice</li> <li>citizen</li> <li>citizenship</li> <li>local government</li> <li>elected officials</li> <li>appointed officials</li> <li>rights</li> <li>responsibilities</li> <li>public service</li> <li>community service</li> </ul>
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b>	<ul style="list-style-type: none"> <li>3.SS.4.2.1 Identify and explain the basic functions of local governments. (422.01a)</li> <li>3.SS.4.2.2 Tell how local government officials are chosen, e.g., election, appointment.</li> <li>3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. (422.01a)</li> </ul>	<ul style="list-style-type: none"> <li>Mock elections</li> <li>Current events</li> <li>Local field trips</li> <li>Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic News</li> <li>Roxaboxen</li> </ul>	
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b>	<ul style="list-style-type: none"> <li>3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments. (423.01d)</li> </ul>	<ul style="list-style-type: none"> <li>Service learning projects</li> </ul>		
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b> No objectives for this grade level.				
<b>Goal 4.5: Build an understanding of comparative government.</b> No objectives for this grade level.				

### **Standard 5: Global Perspectives**

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of third grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b>	<ul style="list-style-type: none"> <li>3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.</li> <li>3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)</li> </ul>	<ul style="list-style-type: none"> <li>Holiday comparisons</li> <li>International Week</li> <li>Research project</li> <li>Guest speakers</li> </ul>		<ul style="list-style-type: none"> <li>cultures</li> <li>traditions</li> <li>multiple perspectives</li> </ul>